Developing an Educational Programme based on the Response to Intervention Model for Students with Limited English Proficiency

A
SYNOPSIS
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Researcher

Prasun Sharma

Supervisor
Prof. Nandita Satsangee
Dept. of Foundations of Education

Co- supervisor
Prof. Sarla Paul
Dept. of Foundations of Education

Prof. K.C. Vashishtha
Head and Dean of the Dept. of Foundations of Education

FACULTY OF EDUCATION
DAYALBAGH EDUCATIONAL INSTITUTE
(DEEMED UNIVERSITY), DAYALBAGH, AGRA
(282005)

1.0 Introduction

In all the magnificent improvements and developments of mankind communication plays a vital role. To communicate with a fellow being man needs language. As a result of language, man has developed into a reasonable, thinking, civilized human being. The first half of the twentieth century witnessed tremendous changes after World War II. There was unprecedented expansion in scientific, technical and economic fronts at the international level. Obviously this resulted in the demand for an international language for the sustained growth of mankind in all spheres. At this juncture English emerged as the unparalleled and most influential language.

The use of English language in our country has been a unifying factor. From the educational point of view, English language plays a prominent role. Good quality higher education and advanced studies in many areas in science like medicine, engineering, technology etc., are not possible without English language. All correspondence of industrial and commercial life of our country is carried out mainly in English language. At present, in India, English language is a widely taught second language, practically at all levels of education. All the Indian universities, graduate colleges and junior colleges have separate departments for the teaching of English. Unfortunately, in these departments, a majority of students get no serious exposure to English as a language of practical communication. The teachers are not trained at all in the basic methodology of teaching a second language. This has created serious pedagogical and educational lags in the teaching of English in India. There is something wrong with the teaching of English language in the Indian schools as well. Pupils are taught English for about six periods a week for six years. But they hardly have the ability to speak and write in English language with minimally acceptable standards. They do not know how to use even the most common structures of English language. (Reddy, 2012) The conditions under which English language is being taught in schools are far from satisfactory. It is true to say that in many situations of language use, there is some degree of discrepancy between the knowledge possessed by someone and the demands of the situation. But, if the degree of discrepancy is too great, one cannot progress further in language learning. In order to avoid such

problems, care should be taken to teach them the language from the beginning stages. It is very difficult to say which teaching behavior might improve English language learning. This issue depends on the degree to which second language is acquired through natural development and exposure to it in a meaningful social environment which can contribute to effective learning. The typical Indian English classrooms at elementary level are characterized by a poor attendance of learners, disinterestedness of teachers, constraint of time as well as the burden of an extensive course that fails to address the crucial and current need for attainment of English communicative skills. In order to bring a change in the whole scenario of English learning and teaching it is essential that we are aware of the problems that presently plague it so that we can work towards resolving them. The curriculum requires reviewing and revision to address the need for imparting communicative skills to the students.

1.1 Importance of English as an International language

It is estimated that the number of native English speakers is 300 to 450 million. (Stevenson, 2014) More than one billion people are believed to speak some form of English. (Rohde, 2011) Although the numbers vary, it is widely accepted that hundreds of millions of people around the world speak English, whether as a native, second or a foreign language. English, in some form, has become the native or unofficial language of a majority of the countries around the world today. "In twenty to thirty countries around the world, English is merging with native languages to create hybrid Englishes." (Gersten, R., & Baker, S., 2000) According to the data compiled by the Encyclopedia Britannica (1994), about a third of the world's newspapers are being published in the countries where the English language has a special status.

It is widely believed that "English is truly the world language." (Stevenson, 2014) English seems to be emerging, if it has not already arrived, as a global language. It would make communication across cultures much easier.. The road to success is simple but instead of reciting the obvious mantra of making learning language compulsory we should make it compulsory to have proficient teachers and committed students. A task that is awesome given the present scenario of Indian schools.

1.2 Problems encountered in the teaching of English

English emerged as a lingua franca of the world in the 20th century. It is the second most spoken language of the world after Mandarin (Glaser, 2006). The force of English language can be felt by the fact that India in spite of being a multilingual country is being dominated by English language. Here almost 40% of population speaks English in one or the other way and the rest look up to it as a language of the privileged classes. English is the second official language after Hindi accepted by the Govt. of India as the Associate Official Language of the Union. The presence of English language in India is overwhelming and undeniable. Thus, teaching of English language to Indian students becomes more challenging for language teachers, as they constantly stay under pressure of making their students excel in the diverse fields. Teaching English as a foreign language is a challenge for an English language teacher. To become the teacher who can justify all the needs of the students and make all the students be able to learn something in a classroom even though they have different abilities and different paces of learning English. Students' attitudes about their studies, their socio-economic status, literacy, self-confidence, academic performance, identification with their native language and country are only a few factors that affect their ability to learn or acquire any new language. An ESL (English as a Second Language) teacher must learn to be constantly flexible according to the students' needs. Methodology used for the English language is not suitable for enhancement of English language learning. Due to unsuited methodology students lag behind in learning English. The methodology which is practiced to teach English in schools is not appropriate. The oral work which is the soul of any method is totally neglected. (Writing which is an advanced skill to be learnt is taught right from the beginning.)Students are not given exposure to the use of language and enough practice in using it. Language is taught by the rules and learnt by rote memory. As a result, students fail to achieve any appreciable or even acceptable standards in the use of the language.

Many teaching/ learning materials like — good textbooks, workbooks, and handbooks for teachers, TV, radio, charts or other useful visual material — are essential for effective teaching. Unfortunately many

teachers and students are not provided with these materials. Hence, sometimes the teaching and learning becomes more imaginative than practical.

India is a secular country where students come from different, socio – cultural groups, varied economic standards and have different language backgrounds. So the problem of heterogeneity is a common problem. To add to the problem, there is lack of English Proficiency in language teachers. When teacher themselves are not proficient in English, how they can enhance the English language skills of the students. Good teachers of English are found in very small numbers in India. Hence, not having a good teacher of English is a common experience of all the students of English. The teachers of English are either not trained properly or they are the teachers of other subjects. Even if they are trained, they are trained by the teachers of English in India, who themselves may have a limited command over English but not by the native speakers. Even the materials and methodology used in these training programs are outdated. As such, it is the same limited experience that is shared. There is hardly any scope to improve intuitive and spontaneous knowledge of the language.

India is a multilingual country and everyone whosoever wishes to learn English language learns it in context with his first Language. Thus it takes a lot of efforts on part of the teachers to make the students understand the basics of English language within the short span of time. Furthermore, they remain bound to complete the syllabus on time that certainly affects their performance in due course of time. Teaching a language requires exhaustive theoretical knowledge accompanied with certain technical skills. But the majority of the language teachers don't possess these skills. It is due to the lack of proper training programs in India. Consequently very few teachers actually succeed in utilizing the language lab and develop communication skill in the learners to the fullest.

Generally Indian classrooms have large number of students in single class. And this works as great barrier to the learner to interact with the teacher. Teacher do not have sufficient time to cater the individual needs of the students. Most of the time insufficient infrastructure results in the failure of a language teacher. So it is essential to provide them proper infrastructure to ensure better language teaching facilities and there should be an up gradation of all the sources on regular basis. Every learner learn according to his / her

pace but some of them who are slow learner and having learning difficulty are totally ignored. And the concept of inclusivity is left out somewhere.

A good ESL teacher must be able to understand these common difficulties, and work to find optimum solutions. Even a small change in the teaching methods can help to generate a more fertile and progressive atmosphere for both teacher and the students. These type of problems gradually become major hurdles while learning English language. Students face difficulty in learning English.(Francis, D., et.al, 2006). They continued to afraid of English language and left behind from their grade. This is the only reason that Indian curriculum have English as a compulsory subject from first class till XII standard, then too the students are not proficient learners of English language.

1.3 **Limited English Proficient Student**

Limited English Proficient students are individuals who, by reason of foreign birth or ancestry, speak a language other than English, and either comprehend, speak, read or write little or no English, or who have been identified as English Language Learners by a valid English Language test.(JieZong and Jeanne Batalova 2015)

Many different terms have been used to describe or characterize children whose second language is English, e.g. Students with Limited English Proficiency (LEPs), students for whom English is a Second Language (ESLs).This shift in language represents a more accurate reflection of the process of language acquisition. It should be noted that the 'No Child Left Behind Act' (Public Law 107-110, USA) uses the term LEP for Limited English Proficiency, rather than ELL (English Language Learner). For that reason, the term LEP is used throughout this research. The term "Limited English Proficiency" or LEP, as defined in the *No Child Left Behind Act* (USA, 2001) describes an individual:

Who is aged 3 through 21

Who is enrolled in an elementary school or secondary school

Who has a native/home language other than English whether born in the U.S. or another country, who experiences difficulties in speaking, reading, writing, or understanding the English language.

1.4 Response to Intervention Model

RTI was introduced as special education policy in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). It has its conceptual roots in applied behavior analysis, precision teaching, diagnostic prescriptive teaching, curriculum based measurement, pre-referral intervention, data-based decision making and team-based problem solving (Sugai, 2007).

RTI is based on the premise that supports are provided early, monitored systematically, and adjusted intentionally to respond to individual children's needs, thus preventing the more traditional practice of waiting for a child to demonstrate failure and then beginning a process of evaluation and referral to special education. Instead, RTI includes several features that allow programs to more quickly and efficiently provide the type of support children need to demonstrate successful outcomes.

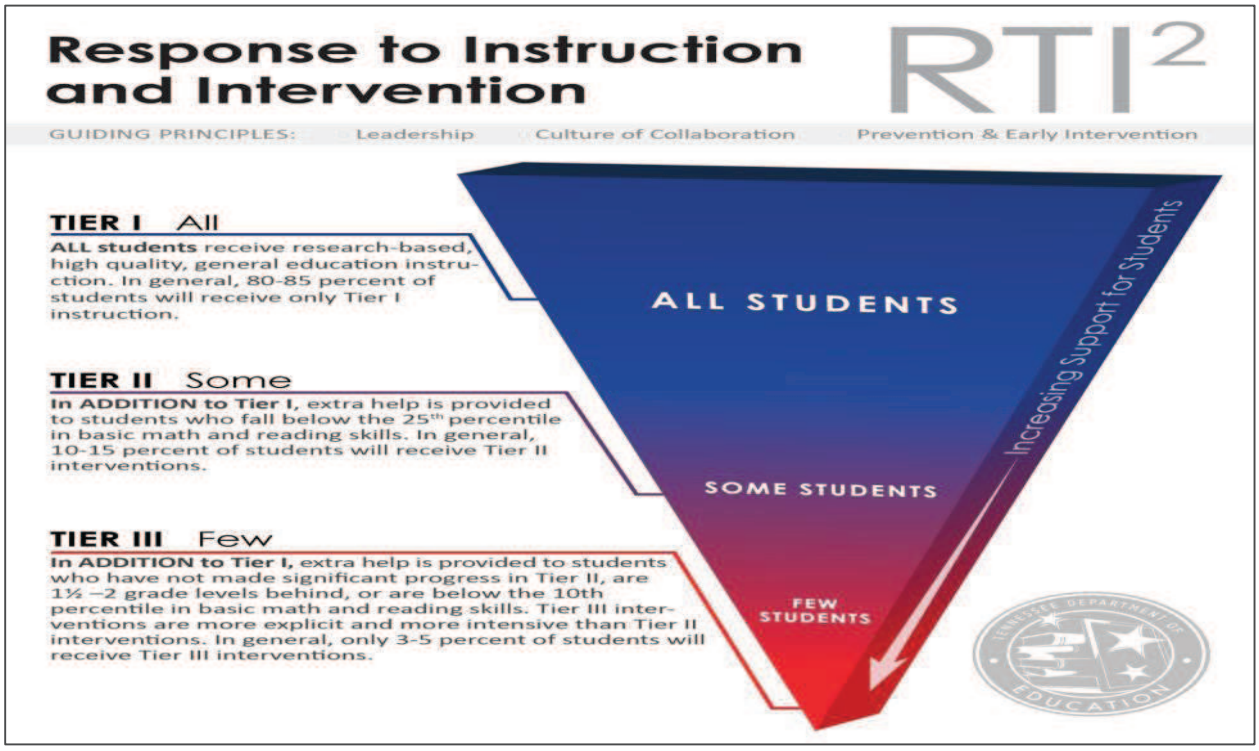
Response to Instruction and Intervention
RTI2
GUIDING PRINCIPLES:
Leadership
Culture of Collaboration
Prevention & Early Intervention
TIER I All
ALL students receive research-based, high quality, general education instruction. In general, 80-85 percent of students will receive only Tier I instruction.
TIER II Some
In ADDITION to Tier I, extra help is provided to students who fall below the 25th percentile in basic math and reading skills. In general, 10-15 percent of students will receive Tier II interventions.
TIER III Few
In ADDITION to Tier I, extra help is provided to students who have not made significant progress in Tier II, are 1½ –2 grade levels behind, or are below the 10th percentile in basic math and reading skills. Tier III interventions are more explicit and more intensive than Tier II interventions. In general, only 3-5 percent of students will receive Tier III interventions.
ALL STUDENTS
SOME STUDENTS
FEW STUDENTS
Increasing Support for Students

Figure 1 : Response to Intervention Model *Source - (NASDSE, 2005)*

Tier One Intervention -

Primary intervention is available to the entire student body in a general education environment and consists of high quality, research based instruction (Bradley, Danielson, & Doolittle, 2007). When a universal screening instrument or progress monitoring reveals that a student is not performing at normative academic levels, the student is eligible to receive additional, individualized instruction, which is provided by the general education teacher in the general education classroom (Ardoin, Witt, Connel, &Koeing, 2005). Together, a multi-disciplinary team should utilize the data collected to determine the most appropriate method of meeting the diverse needs of a student who has not demonstrated measurable academic gains at the primary tier.

Tier Two Intervention

Second tier interventions are more intense, individualized approaches that supplement core instruction and are provided in combination with the existing primary tier interventions. To maintain the fluidity of the RTI framework, secondary interventions typically range between 2and 5 weeks (Bradley et al., 2007) for 30 to 50 minutes per day (Burns, 2008). Secondary tier interventions often include small group instruction (Gibbons, et.al, 2007). These small group interventions allow for more response opportunities and increased teacher-student interactions, which provide increased opportunities for immediate feedback, while the location and service provider of secondary tier interventions may vary, these interventions should include comprehensive tracking and progress monitoring of each student (Johnson & Smith, 2004). For example, the service provider may administer a fluency battery weekly. The service provider should utilize these data to monitor student progress over the course for several weeks, and a determination of progress by the multi-disciplinary team should be made by analyzing these data. If these secondary tier interventions prove beneficial for the student and he/she demonstrates substantial gains in academic outcomes, this more intense instruction may no longer be necessary. If the multi-disciplinary team makes the decision to discontinue secondary tier services, the classroom teacher should carefully

monitor the student's progress in order to confirm that these gains generalize and are maintained (Hemmeter et.al, 2008).

If a student still does not demonstrate measureable gains, even after several weeks of intensive secondary tier instruction, the service provider and multi-disciplinary team should consult with the student's parents to determine an alternative course of action. Depending on the individual situation and the specific needs of the student, it may be most beneficial to continue with secondary tier instruction using an alternative type of intervention or instructional approach.

Tier Three Intervention

The intensity of instructional services again increases in the tertiary tier because the service provider is generally only working with one or two students at a time. Furthermore, this individualized instruction results in a greater number of teacher-student interactions (Lathrop et.al, 2007). Instruction can be tailored specifically to the needs of each student. Progress is again monitored frequently in the tertiary tier for the purposes of tracking academic gains and data-based decision making (Sugai& Horner, 2009). While continuously monitoring improvement, the service provider may determine that the student requires more individualized instructional time or needs specific interventions using a varied instructional method (Cummings et.al, 2008; Johnson & Smith, 2008). If measurable academic progress is achieved through tertiary tier instruction, the service provider, multi-disciplinary team, and parents should determine the best educational plan to promote and maintain student success. This determination may also include a discussion of special education eligibility because the RtI model can serve as a vehicle for special education identification (Hoover & Patton, 2008). Therefore, information about a student's individualized instruction and comprehensive progress during tiered instruction can be helpful in determining whether the student demonstrates deeper deficits that could be better characterized through formal special education evaluations.

2.0 Emergence and Justification of the problem

A school going child faces many problems in learning particularly, in learning a second language. English language being introduced as a second language in India, poses many problems to the learners in the process of learning it. The children face difficulties in learning the pronunciation, sentence structure, grammar, vocabulary and other aspects of English language. Regional tongue interference is also a problem for the children and it becomes very difficult for them to acquire the four skills of language i.e. listening, speaking, reading and writing. Researchers of foreign language education have investigated the effects of language anxiety on learning (Mirjam& Stella 2005).There are various methods of teaching English language each having them own limitations and advantages. For instance, in theDirect Method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation. Here students with learning disability can't cope effectively and this creates more heterogeneity. In Grammar-Translation learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral skills. Students are not able to develop all their language skills in an integrated manner.

The Structural Approach sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb "to be" is introduced and practiced before the present continuous tense which uses "to be" as an auxiliary. This creates unnecessary confusion and takes a lot of time. It only focuses on speaking and listening skill not on reading and writing skills of the students. Total Physical Response (TPR) approach works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it." The method stresses the importance of aural comprehension not on other skills. In the Silent Way, the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue. This method does not cater to the needs of problematic students. The Lexical Syllabus approach is based on a computer analysis of language which identifies the most common (and hence most useful)

words in the language and their various uses. The syllabus teaches these words in broadly the order of their frequency, and great emphasis is placed on the use of authentic materials. The commonest chunks are only appropriate for the low level learners. The pre-set list of lexis has some restrictive effect on the choice of topics.

An overview of these common approaches and methods reveals that they have no specific procedures for dealing with the learning deficient students.

According to some relevant researches (e.g., Gresham, 2002; Marston, 2001), all except a very few children can become competent learners by their grade. Response to Intervention is a process that provides immediate intervention to struggling students at the first indication of failure to learn. Through systematic screening of all students in the early grades, classroom teachers identify those who are not mastering critical learning skills and provide differentiated intervention to small groups of students. Continuous monitoring of students and their responses to those interventions allows teachers to identify students in need of additional intervention and to adjust instruction accordingly. Response to Intervention (RTI) is about building better learners in the early grades and consists of multi-tiered learning instruction in the general education classroom. In an RTI model, all students receive high quality learning instruction and struggling learners receive additional and increasingly more intense intervention. Early intervention and prevention of reading difficulties are fundamental to the process. However, if a student classroom performance warrants, a multidisciplinary team may determine that the student has a disability and needs special education services to ensure continued and appropriate academic progress.

Three major developments concerning the education of students with learning problems have coalesced to establish RTI as a promising approach. First, the Disabilities Education Act, 1997 (USA) for identifying learning disabled has accentuated the need to develop alternative mechanisms for the identification of learning problems. Second, Special Education has been used to serve struggling learners who do not have Learning Disability or any other disabilities. An RTI approach has been suggested as a way to reduce referrals to special education by providing well-designed instruction and intensified interventions in

general education, thereby distinguishing between students who perform poorly in school due to factors such as inadequate prior instruction from students with Learning Disability who need specialized instruction.

The third major reason for the increased interest in an RTI approach has been the abundance of recent research on learning difficulties, in particular, the national network of research studies coordinated by the National Institute of Child Health and Human Development (NICHD). A number of NICHD research studies have demonstrated that well-designed instructional programs or approaches result in significant improvements for the majority of students with early reading difficulties.

Early identification for students at-risk of having learning difficulties in English as Second Language and the implementation of scientifically-based instructions and methods in the general education setting is a common link shared amongst educational policies and reports. Although RTI is a permissible and encouraged part of the new version of the Individuals with Disabilities Education Act (USA), it is also a regular education activity and responsibility (Zirkle, 2007). IDEA 2004 authorizes and encourages school districts across the United States to implement policies requiring programs to incorporate evidence based practices into their instructions and assessments (Berkeley et al., 2009).

The trend in education requires that all professionals within the school environment work together rather than in isolation to assist student who are identified as at-risk (Welch, Brownell, & Sheridan, 1999). RTI requires that teams of educators within the school environment make a series of data based decisions regarding a student's academic progress (Van Der Heyden et.al, 2006). Research suggests that the problem solving teams' cohesiveness is a key component in the effectiveness of a district or school's RTI model (Burns. Appleton, & Stehouwer, 2005). The successful implementation of an RTI model has the potential to provide flexible and accurate prevention and service delivery interventions in the least restrictive environment.

Brown-Chidsey&Steege, (2005) also mandates that prior to a student being identified as having a problem in ESL the educational agency must identify a process that determines how the student responds to

scientific, research-based interventions. The Response to Intervention model has also evolved as a result of the President's Commission on Excellence in Special Education (2010)in which an emphasis was placed on response to instruction and progress monitoring for assessment and identification purposes (Pericola-Case, Speece, & Malloy, 2003; U.S. Department of Education, Office of Special Education and Rehabilitation Services, 2002). The Commission on Excellence in Special Education suggested that educators embrace a model of prevention that does not wait for student to fail before providing instructional methods and techniques as interventions that are scientifically-based (USDE, OSEAS 2009). The report identifies the importance of considering children with disabilities as general education children first, and the need to implement models of response to intervention based upon progress monitoring data.

Barnes and Harlacher (2008) remind educators that RTI is more than an means of identifying students as having as specific learning disability, rather it is a way to ensure better educational outcomes for all students. However, limited implementation in school districts have been studied (Brown, J. E., & Doolittle, J. 2008). Berkeley et al. (2009) supports previous studies by indicating that while more states have begun implementing some form of the RTI model of intervention, a lack of specificity in assessments, intervention implementation, and selection of research based practices and fidelity concerns remain. It indicates that there is still much that needs to be learned about the process to ensure and promote effective early interventions. There are various studies which support effectiveness of Response to Intervention Model with special education, inclusive education and as core instruction etc. But these need to be explored further.

Table 1. Researches on Response to Intervention program for secondary students

S.No.	Research Aspect	Related Researches	Results
1	**RTI Programme Development**	Brown, J. E., & Doolittle, J. (2008) National Education Association. (2010) Au, K. H. (2010) Shapiro, E. (2012)	RTI model consists of three tiers and it can have multi-tier if needed
2	**Language related studies on RTI**	Genesee, F et.al. (2005) Haager, D et.al. (2007) Goldenberg, C. (2008) Esparza Brown, J., & Sanford, A. (2011)	Language learning is positively affected by Response to Intervention programme
3	**Special education related studies on RTI**	Gay, G. (2002) Klingner, J. K., & Artiles, A. J. (2006) Chung, C. G. (2008) Gersten, R. et.al.(2009) Kovaleski, J. F. (2006) Burns, M. K. (2008)	Educationally backward students and slow learners are benefited by RTI programme
4	**Studies related to Effectiveness of RTI**	Kamil, M. L.et.al.(2008) Witt, J. C. (2010) Sánchez, M.et.al.(2011) Marchand-Martella(2013)	RTI is found effective as an early intervention programme
5	**Teaching practice related studies on RTI**	Montgomery, W. (2001) Kea, C. et.al.(2006) Forde, T. B. (2007) Hanumanthrao, C. R. (2011)	RTI is useful as core support programme for teaching practice

These studies indicate the importance of Response to Intervention model in various areas like special education, language acquisition, inclusive education and early identification of problems and their

immediate remediation. On the basis of the above studies the following insights were acquired regarding the:

a) Procedure of construction of RTI programme.

b) Effectiveness of RTI programme on Learning Disabled, students with special education has been proved. Response to intervention (RTI) is a comprehensive early detection, prevention, and support system approach to help students before they fall behind. RTI was found effective for the general classroom teaching as well. However most of the studies were conducted in foreign conditions.

c) It can therefore be said that still there are various research gaps regarding effectiveness of RTI on English language learners. Few researches have been done to study the effectiveness of RTI on Limited English Proficient students. Considering the fact that in the Indian context there are large numbers of students who lack the minimum levels of proficiency in English language skills, no special attempt has been made to identify the types of learning deficiencies of the English language learners, nor have any suitable measures been taken to remedy these. Also, no attempts have been made to study the effect of RTI on different ability sub-groups of LEP students. So the present study seeks to explore the following research questions.

Research questions-

How would Limited English Proficient students respond to RTI in the Indian context?

Are there any differences in the effectiveness of RTI in the different ability sub-groups of the LEP students?

What modifications might be needed in the existing model?

What are the specific needs of the LEP students regarding teaching of English?

3.0 Statement of the Problem

In order to find out the answers of above mentioned research questions, the following problem has been selected:

Developing an Educational Programme based on the Response to Intervention Model for students with Limited English Proficiency

4.0 Variables of the Study

Independent variable– Response to Intervention Model

Dependent variable– English Language Proficiency of the students

5.0 Definitions of the Terms

1. **Response to Intervention**

Response to Intervention is an approach for intervention used to provide early, systematic, intensive and contextually appropriate assistance to children who are at risk or already under-performing as compared to their grade requirements.

RTI relies on evidence-based instructional practices and frequent progress monitoring to provide the data necessary to make decisions about child progress and the need for more intensive intervention. The model is intended to reduce unnecessary referrals to special education by ensuring that all children in the general education setting have access to high quality curriculum and instruction that are provided with increasing intensity, and that each child receives a level of instructional intensity matched to his/her level of need.(Fox L. et.al,2009)

2. Limited English Proficient (LEP)

Individuals who do not speak English as their primary language and who have a limited ability to read, write, speak, or understand English are considered as Limited English Proficient or LEP students.

6.0 Objectives of the Study

The present study will be conducted with the following objectives:

1. To identify Limited English Proficient students at secondary level.
2. To develop a Response to Intervention Programme for the Limited English Proficient students at secondary level.
3. To study the effect of Response to Intervention Programme on the Limited English Proficient students with respect to the following skills:

a) Listening – Listening with understanding

b) Speaking- Pronunciation (articulation of sounds, impact of regional accent), correctness, etc.

c) Reading- Reading with understanding, reading aloud

d) Writing- Correctness, logical organization, spelling, etc.

4. To study the effect of RTI on different ability sub-groups of LEP students.

7.0 Hypotheses

Related to the objectives no. 3 and 4 of the study, the hypotheses are respectively:

H1: There is significant improvement in the language skills (Listening, Speaking, Reading and Writing) of Limited English Proficient (LEP) students as a result of the developed Response to Intervention (RTI) programme.

H2: There is significant effect of RTI on the language skills of different ability sub-groups of LEP Students.

8.0 Research Design

The study will follow single group pre-test post-test Experimental design. The experimental group will consist of 60 students from a purposively selected school. The various phases involved in the process are given below.

Following figure describes the steps of Educational program development where it starts with identifying program goals and ends up with finalizing the program.

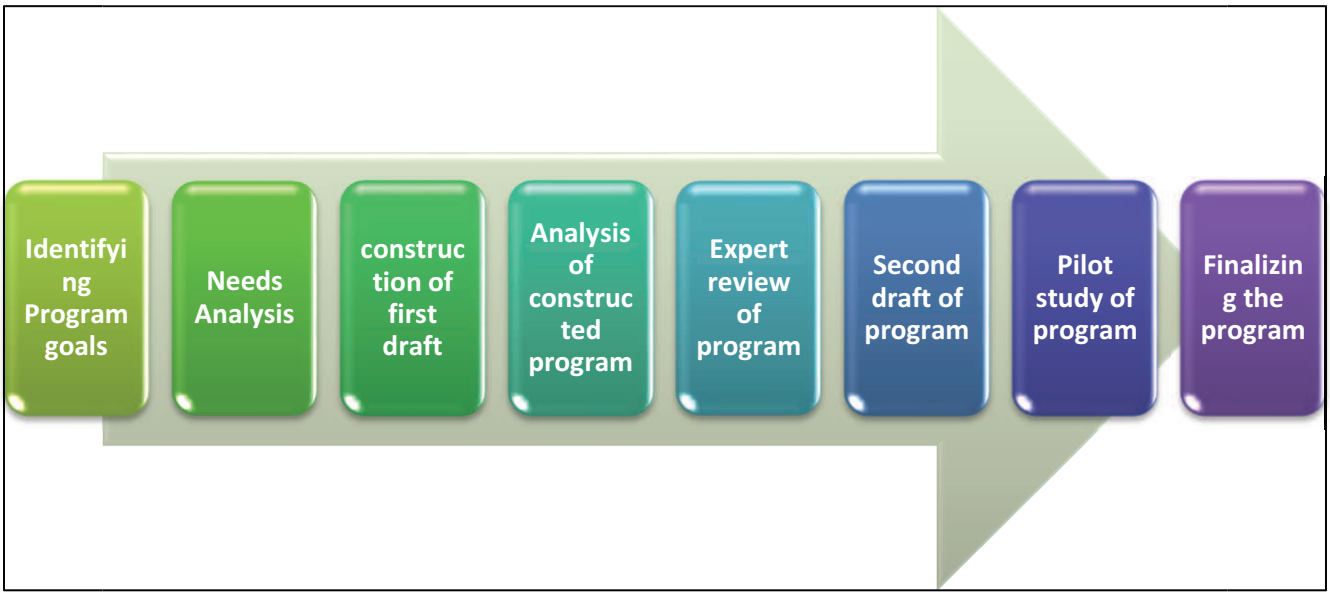
Identifyi ng Program goals
Needs Analysis
construc tion of first draft
Analysis of construc ted program
Expert review of program
Second draft of program
Pilot study of program
Finalizin g the program

Figure 2 Steps of Educational Program development

Table 2. Explains the RTI phases with details.

S.N.	Phase	Details
1.	General status Survey	To assess the general Proficiency levels of students of class IX (selected group)
2.	Designing RTI Programme	Based on Proficiency testing results and RTI model
3.	Pre-testing	Based on the RTI Programme for Tier 1 students
4.	Intervention	Implementing the self-developed Intervention Programme
5.	Post-testing	Testing Effectiveness of Intervention
6.	Repetition of steps 2-5	For Tier 2 students
7.	Repetition of steps 2-5	For Tier 3 students

9.0 Methodology

For the achievement of the objectives of the study both qualitative and quantitative methods will be used as follows.

1) Developmental method for construction of Response to Intervention Programme.
2) Quasi Experimental method for determining effect of RTI programme.(Single group Pretest – post test research design)
3) Qualitative and Quantitative methods for monitoring progress of LEP students.

9.1 Population of the Study

Qualitative approach which emphasizes on in-depth investigation in a small number of samples will use purposive sampling. Targeted population will be of secondary level (class IX) students of state board/ CBSE.

9.2 Sampling procedure of the study

Present study will follow the given sampling procedure -

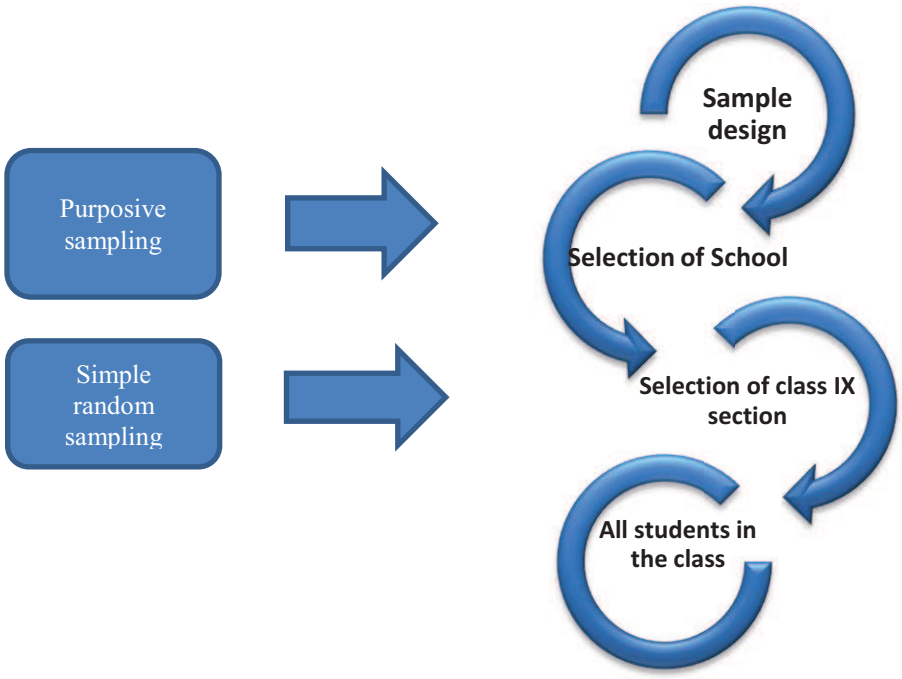

Figure 3: Sampling Procedure

9.3 Research Tools

Following tools will be employed for the analysis and interpretation of the data

1. Sample CBSE test of English of class VIII to be administered at the beginning to determine the general status of the students.
2. Self-constructed Pre-tests and Post-tests of English Proficiency for Tier 1,2 and
3. Self-developed RTI programme

10.0 Statistical Techniques

Following statistical techniques will be employed for the analysis and interpretation of the data:

Descriptive statistics - Mean, Percentile, Standard Deviation (for Objective 1)

NPC- Testing of normality of population –skewness, kurtosis

Inferential statistics – T-test for Objective no. 3
ANOVA for Objective no.4

11.0 Delimitation of the Study

In the view of limited time and means at the disposal of the investigator, the present study will be delimited as follows:

The study will be delimited to the Agra city only.

This study will be conducted on class IX students of a selected State/CBSE Board school.

The study will be limited to the academic aspects of the RTI Model.

12.0 Procedure of the Study

The present study will be conducted in the following steps:

Step1: *Selection of the sample*

Step 2: *Assessing the general Proficiency levels of the selected group*

Step3*: Development of preliminary draft of Response to Intervention programme for LEP students of the sample*

Step 4: *Collecting Experts' opinions regarding the preliminary draft*

Step 5: *Development of final draft of RTI programme for Limited English Proficient students*

Step 6: *Implementation of RTI programme*

Step 7*: Assessing effectiveness (direct and indirect effects) of the developed intervention programme*

Step 8*: Interpretation and drawing conclusions*

13.0 Data collection

1) General language proficiency data will be collected through Sample CBSE test of English for class VIII.

2) Intervention will be given to the Limited English Proficient students in English language at secondary level.

3) Pre & post-test of English language Proficiency data will be collected through self- constructed English Proficient tests

15.0 Significance of the Study

This study will be significant to all key stakeholders working within the RTI model. It will provide specific insight into the perceptions of teachers and administrators regarding the number of referrals .This study will be noteworthy in that it provides research-based data regarding the identification of minorities since the implementation of RTI. Therefore, allowing individuals to target specific sections who may be at risk to avoid over-representation of that subgroup in special education. Students with Limited English

Proficient suffer not only at academic level but also at behavioral aspect because of weak expression in ESL. Students face problem in all four skills of ESL (reading, writing, speaking and listening). So the present study will help to identify students with Limited English Proficient and also assist in tackling with these problems. It can bring confidence and enhance the English Proficient at every level. This research will assist the teachers to help the students at risk on similar time. Present study will help to create an environment of change to affect referrals to education for students who are at-risk academically as well behaviorally. Since RTI is a new initiative, research and reporting in this area is needed. Further, administrators may use the data from

this study to validate their own findings. Present study will also provide insights for maintaining equity in the class.

Conclusions

Educators have long known that there are no “silver bullets” when it comes to teaching, but there are some “silver tools” which educators simply cannot ignore. The sound research in support of Response to Intervention (RTI) in addition to other scientifically based strategies must be acknowledged and put to widespread use. RTI supported education will help immensely in identifying students having LEP and providing those useful remedial measures which will goes a long way to relieve them of their language deficiencies and enable them to continue their study at par with other students of normal language Proficiency.

Response to Intervention offers the promise of building better learners through the provision of differentiated instruction based on data from ongoing assessments for all students in the early grades. That is, all students receive scientifically research based English learning instruction and, most importantly, struggling learners receive additional instructional time and research based reading interventions within the structure and context of the general education classroom. In essence, RTI replaces the practice of waiting to fail with deliberate early intervention and prevention.

RTI supports special education as well as general education. It supports best inclusion of education where students with different needs and problems can be served effectively. And present study will deal with language problems and develop a RTI model to serve the students best. RTI aims at enhancement of education in such a way that students with different pace and behavioral traits get education under a single roof with special attention.

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